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ABSTRACT

This manual is designed to aid elementary and secondary teachers in creating programs to teach about aging. Goals of this program are to (1) provide young people with a better understanding of the aging process, (2) provide a perspective of the meaning of education in one's own life, (3) establish cross-generational understanding and cooperation, and (4) provide materials on aging that will enrich the regular curriculum. Teaching approaches are cross-generational, cross-cultural, and interdisciplinary in nature, and can fit into subject areas such as art, music, literature, sociology, psychology, physical education, and economics. Separate sections in the manual discuss rationale, course content, teacher training, curriculum development, and course plans. Suggestions for funding, staffing, and providing texts and materials for inservice training are offered. Learning activities for students include writing biographies of local people 65 years or older, role playing elderly people, compiling booklets which depict old people favorably, and using popular songs which depict aging. Sample teaching units for grades four through 12, evaluation methods, and reference materials are provided in appendices. (KC)

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THE YOUNG LOOK AT THE OLD:
CURRICULUM BUILDING IN
THE AREA OF AGING

A MANUAL TO ASSIST IN THE DEVELOPMENT OF
COURSES ON TEACHING ABOUT AGING

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by

Adele R. Saxe
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San Jose State University

Department of Recreation and Leisure Studies

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Gerontology Education and Training Center
School of Applied Science and Arts
San Jose State University
San Jose, California 95192

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THE YOUNG LOOK AT THE OLD: CURRICULUM BUILDING IN THE AREA OF AGING

A MANUAL TO ASSIST IN THE DEVELOPMENT OF COURSES ON TEACHING ABOUT AGING

This manual is designed to help school administrators and teachers who are concerned about education for aging from the earliest school years find ways to set up such a program. The manual offers suggestions for a basic philosophy supporting such a program, major content areas, methods for establishing a training program, and offers a bibliography and an appendix containing information on materials and methods. It is hoped that this manual will give aid and impetus to the growing numbers of educators who are concerned about filling in this blank spot on the educational map.

Goals: It is hoped that through the use of this Manual, readers will be better able to:

1. Bring about a better understanding of the aging process among the young.

2. Gain a perspective on the meaning of aging in their own lives, so they will be more capable of helping their students understand the aging process.

3. Establish within the schools programs that will facilitate cross-generational understanding and cooperation.

4. Incorporate the concept of life-span development and the place of old age within the life-span, into the on-going educational program on a regular basis.

5. Provide materials on aging that will enrich the regular curriculum by bringing in new interest and relevance, thus enhancing rather than interrupting the learing of skills.

SECTION I. A RATIONALE FOR EDUCATION FOR AGING: LIFE-SPAN DEVELOPMENTAL PSYCHOLOGY

> Education for aging in the United States has been poorly conceived, fragmentary, and uncoordinated, with emphasis primarily on assorted needs presumed unique to the second half of life. This apparent cul-de-sac is due largely to the fact that educators, including many leaders in the field of aging, have not fully accepted the ramifications of the life-span developmental psychology concept in education, which logically includes education for aging at all age levels, with "old age" per se being considered as only one of the variables of aging.[1]

The concept of the wholeness of life, with each stage having its special tasks, struggles, and rewards, all fitting into a unity that produces a fulfilled life, is the recommended focus for a program of educating the young about old age. The recognition that the final years of life are in fact, and not just euphemistically, as in such phrases as Golden Years, the culmination of the life experience, requiring forethought and preparation, can be a powerful impetus to the acceptance of such a program in the schools.

Howard McClusky, Professor Emeritus of Education at the University of Michigan and Associate in the Institute of Gerontology at the University of Michigan, concurs in this

opinion. He writes:

> There is a continuity to life-span development that begins in early life, continues through middle age, and culminates in the later years. It is important to present this position emphatically in order to round out an inclusive strategy for the implementation of the domain of Education for Aging as a whole.[2]

Human life as a series of stages is not a new concept. Shakespeare offered a satirical picture of the seven states of human existence, none of them pretty, ending in utter futility and oblivion. In this century, scholars in the behavioral sciences have begun an intensive study of the course of human life, attempting to identify the psychological changes associated with different periods. Charlotte Bühler, a psychiatrist, and her students, analyzed biographies and autobiographies and determined that there were five stages of life, on the basis of goal setting and goal fulfillment. From birth to age 15, the child absorbed goals from those around; from ages 15 to 25, there is experimental self-determination of goals; from 25-45, specific self-determination of goals; 45-65, self-assessment and the results of striving for these goals; and 65 and over, the experience of fulfillment or failure, a drawing up of the balance sheet of life. The process of setting goals and the process of self-assessment explain the life cycle in terms of two general tendencies, expansion and contraction, with a turning point somewhere in mid-life. Bühler believed that in the mature years individuals assessed whether they had met their goals. Their analysis of whether their goals had been

achieved was a more critical factor in unhappiness in later life, she felt, than either biological decline or insecurity.[3]

The psychologist Erik Erikson has developed a view of eight stages of life, with the development at each stage affecting the outcomes of the later stages. Each stage represents a series of crucial turning points. Healthy and unhealthy responses to the challenges of each stage have been identified. The first five of Erikson's stages are found in the periods of childhood, with trust versus mistrust, autonomy versus shame, initiative versus guilt, industry versus inferiority, and identity versus role confusion showing healthy and unhealthy responses to the challenges of the earlier stages.

The adult stages are young adulthood, adulthood, and mature age. The healthy and unhealthy responses for these periods are described as intimacy versus isolation, generativity versus stagnation, and integrity versus despair.[4] The tasks of the different stages overlap, and the differentiations have been questioned by other psychologists, but Erikson's stages, whether or not fully accepted, do provide a useful framework for life-span education.

Although the age limits of each stage may vary with the individual, the usual designated limit for the stage of later maturity is 65. Entrance into this stage may be triggered by retirement, a decline in health, or awareness of loss. Douglas Kimmel has described the relationship of

earlier stages of life to the stage of late maturity. He writes:

> The crucial task during this stage is to evaluate one's life and accomplishments and to affirm that one's life has been a meaningful adventure in history. The accomplishments during the earlier stages play an important role in the resolution of this crisis, because a sense of integrity is the final fulfillment of the previous seven stages, and one's physical or mental offspring provide a continuity of life with the newborn generations.[5]

Among the habits which need to be developed in youth in order to have a successful maturity and old age are flexibility, the ability to gain satisfaction in new ways as physical abilities decline with age; and skills in interpersonal relationships, so that as children become independent, as circles of friends are broken up through death or mobility, new relationships can be built. Older people need to be open to new experiences and new interpretations, and this can only be done by continuing patterns of receptivity which have been developed in earlier life. Another important task is to "establish a varied range of valued activities so that loss of one's occupation (at retirement,) or one's accustomed roles (as when children leave home) allows other meaningful activities to provide a sense of satisfaction."[6]

McClusky sums up his arguments for life-span education with this statement:

> We have attempted to establish the point that the battle for survival, and better yet, the battle for fulfillment, does not begin at age 60 but has its antecedents in the sequence of experiences, activities, and events that have occurred in the years before....These can be the subject of education

> and an educative and informed approach to their happening will contribute substantially to the development of persons subject to their impact.[7]

In following the life-span model of education, the relationship of each period of life to the preceding periods becomes very important. Successful aging and a fulfilled old age must be prepared for from the earliest years. Within the schools, a great opportunity exists for educators to serve, not just the need of the moment and of the early stages of family life, but all of life in its wholeness.

SECTION II. WHAT SHOULD BE TAUGHT? THE GENERAL CONTENT OF A COURSE ON EDUCATION FOR AGING

There are two major strands in a program of educating the young about old age. First is the immediate need to have the young understand the present aged and their needs and problems, so that relationships between the two age groups can be empathetic and supportive, rather than neglectful and strained. Second is the need to prepare the young for their own aging, so that they can recognize old age as a period of fulfillment toward which their entire life pattern is building.

These two strands interact with each other; in developing a cognitive understanding of the aging process, and affective attitudes which are positive toward the elderly, young people are in fact learning to accept their own old age. In planning a life pattern in which the later years of life will exhibit the patterns of integrity which Erikson

has identified, the young are aided by learning of and associating with elders who are models of a life successfully lived.

McClusky has expressed this well, stating:

> We have been suggesting that the later years of the life span constitute the ultimate period for the achievement of an enriched selfhood and the adult potential....(This) is explicit in the 1971 report of the White House Conference on Aging when it states that one of the goals of education for aging is that of helping Older Persons become 'models of lifelong fulfillment for the emulation and guidance of oncoming generations.'
>
> What we have been proposing is that the last of life at its best should be a guide for education in all the earlier stages of life leading thereto. When, as, and if this thesis is effectively internalized and implemented it will produce a transformation of the goals, processes, and programs of the entire educational enterprise, both formal and informal, from the beginning to the end of life.[8]

Translating this goal into behavioral objectives calls for bringing into the curriculum opportunities for young people to become acquainted with their elders, and to learn how to work together with them as resources for a fuller understanding of life. It necessitates learning not only about successful elders within the American culture, but also how other cultures handle the position of the older generations within society, and what causes some cultures to honor and others to reject the aged.

The importance of aiming for development of positive attitudes among the young, which in our culture calls for finding ways of changing negative stereotypes within the surrounding society, has been stressed by Jacobs. He believes that in a culture such as ours, in which "older persons are

devalued, and in a very real sense rejected, the negative effects on attitudes and behavior of children and youth can scarcely be overemphasized."[9]

Kastenbaum and Durkee, in their research on the attitudes of young people toward aging, concluded that the attitudes of the young toward "oldness" are apt to influence their interactions with the elderly and to shape their adjustment to their own aging.[10] Young people, finding old age an unhonored and unattractive period of life, tend to put it out of mind and not to plan for growing old. In this way they are also deprived of the capacity to identify empathetically with the present aged.

Jacobs believes that one of the tasks of education for aging is to improve the image of aging and old age among the young, and that through this improvement, better cooperation and constructive action between the two groups will be developed. To achieve this end, a course in old age should include an understanding that most old people are well and content---that for the great majority of the older generation, old age is a happy and a productive time. Another area of content that should be included is the recognition of older persons as a resource for society, not only in the sense of being the guardians of past tradition and a source of information about recent history, though these are important, but also as being actively creative in working out solutions to community problems. McClusky comments that our present society says to those over 65, "We don't need you any more...

We'll provide social security and medicare so you won't starve or be untended in illness, but you are no longer a resource." He believes that the best way to reverse this attitude, on a long-lasting, affective level, is to demonstrate to the young population the contributive potential of persons in the later years, through situations where young and old work together on solutions to problems of home, school, and community. Families, schools, and religious institutions need to work to set up a climate where these interactions can take place.

In addition to utilizing cross-generational contacts as an important method of developing positive attitudes about old age, cross-cultural studies are another powerful means of showing young people that the position of the old differs in different societies. A book such as The Old Ones, by Robert Coles, describing in text and photograph the honored status of elders in rural New Mexico,[12] can do much to stimulate thought about why different cultures assign different roles to the old, and what this means in terms of physical and mental health for the long-lived.

In presenting a bright picture of the potential of the aged and the contentment of the majority of elders, the reality that many problems exist for the old should not be overlooked. McClusky gives this the first order of priority in a program of public education, to be sure that people know that society still has much to do to bring about good conditions for the poor and the ill among the elderly. The public

needs to be educated to "support measures designed to maintain a floor of services which will insure a decent level of copeability in the later years....Programs of education must be undertaken to activate the conscience of the general public to the consequences of potential deficiencies and the measures required to overcome them"[13]

Although the realistic presentation of old age must recognize that this is a time of physical decline, with changes in cell structure and greater susceptibility to deteriorative diseases, students should also learn that good habits of health and exercise, maintained throughout life, can avert many of the disabilities of old age. The presentation should recognize that the young need to learn that patterns of flexibility and coping mechanisms must be developed and maintained throughout life, if elders are to negotiate the stresses of old age successfully.

The second strand of education for aging, the preparation for one's own old age, is therefore clearly interwoven with the first strand, the empathetic understanding of the problems and opportunities of the presently aged. McClusky describes this as "education about how to live in childhood, youth, and early adulthood so that life in the later years will be a period of fulfillment and significance.[14]

Jacobs has the same vision,

> ...to aid in the establishment of interests in a wider variety of constructive life involvements which will carry over into the later years....A major purpose in urging the inclusion of some emphasis on education for aging in early school experience is to make sure that the rising generation will reach their older years

> still pursuing things that have been of absorbing interest throughtout their earlier years. In this way...their contribution to society will end only with death.[15]

Janet MacLean, professor of recreation at Indiana University, writing on The Challenge of Leisure, agrees with McClusky and Jacobs. In preparation for the fruitful use of leisure in old age, she writes, one of the essentials is better attitudes toward the aged by all of our society, especially youth. She makes the plea that education for leisure is needed for the physical and mental health of all Americans, for the young, the mature, and most definitely the old. "Americans," she states, "must accept the fact that leisure and recreation in that leisure are not only respectable but mandatory for physical health and psychological well-being."[16]

The early years of life are the proper time to inculcate good leisure attitudes. "If appetites aren't whetted and skills aren't learned early enough through family and school, at 65 few will be willing to try something new. A partnership needs to be formed between school teachers and recreators who will inspire broad leisure choices and will teach leisure skills to which the aged will return when they finally find time.[17]

If students understand that for good functioning in their later years, in their early years they need to develop and maintain good habits of health, nutrition, exercise, and mental stimulation, and acquire a wide variety of skills and

appreciations, they will benefit at all stages of the life cycle. Education for aging is, in reality, good education for life.

SECTION III. SETTING UP WORKSHOPS TO TEACH CURRICULUM BUILDING IN THE AREA OF AGING

> For one reason or another, such as overcrowded curricula, inadequate teacher preparation in the field, or even the charge of irrelevance, progress toward utilizing the various levels of the public and private school systems in developing a positive concept of aging and old age during the early years will be slow. Nevertheless, interest among educators generally in this developing field of human concern can be expected to grow because of two considerations: 1) the fact of a rapidly aging population over the past half century, coupled with mounting scientific inquiry into the mysteries of the aging process...and 2) the hunger of youth for "relevance" in their daily living and future planning.[18]

Professor Jacobs has cited three reasons for possible slow acceptance of education for aging. This Manual is addressed to the seond of these reasons, the existence of inadequate teacher preparation in this field. The development of workshops to train teachers to include education for aging in the education program is feasible. Two elements are needed: first a course providing a background of information in gerontology so that novices in the field will have correct information about the aging process and the present conditions of the older population; second, a course in curriculum building in the area of aging. This second section will draw on the cognitive and affective learnings taught in the preliminary course, translating them into classroom units for

use with young students, giving illustrations of what has been done in other classrooms, and providing resource materials for the teacher to utilize for further class projects.

The minimum time recommended for this educational program is two fifteen-hour courses, to be taken simultaneously or consecutively. A longer period of time for each section would be desirable, but it has been demonstrated that enough can be taught in this period to enable teachers to proceed with some confidence.

The program can be carried on in several ways. In the ideal situation, ideal because in this way the program of curriculum building in the area of aging will reach the greatest number of teachers, a school district will establish an in-service educational program to give teachers the information they need. With administration backing for the program, funds are available for instructors and materials. Teachers can interact with others in their own schools in planning school-wide projects, and a sense of commitment to the cause of education for aging can be generated among many teachers.

The school district should provide for a feed-back system within which teachers can report on successful teaching experiences. After the program has been in operation for a year, follow-up workshops should be held for those who have completed the workshops and are teaching about aging. Additional information will be presented, current developments

in education for aging will be discussed, and participants will have an opportunity to exchange information on successful programs and look for solutions to problems.

If a district does not want to get involved in a full program of in-service education, it may be possible to encourage teachers to enroll in community college or university offerings in gerontology. The school district could then offer workshops in curriculum design for those who completed course work in concepts of aging. Even without school district support, education for aging can be brought into the teaching program by individual teachers who are interested in learning about this subject for their personal growth and that of their students. Community colleges, four year colleges, and universities in many areas now offer gerontology courses. Often these are given in extension programs at times convenient for teachers to attend. In the absence of programs sponsored by school districts, this individual work by innovative teachers may continue to be the way that education for aging gradually comes into the school curriculum.

In order to interest numbers of teachers in getting involved, teachers' conferences, such as the state and national conventions of the Council of Teachers of English, and the Social Studies Association, should be encouraged to include workshop sessions on education for aging.

For a school district wishing to establish an in-service education program, the following steps need to be taken:

1. Funding for the program. Funds are needed to pay instructors and duplicate materials. If instruction is to be given during regular school hours, substitutes need to be provided. If the district's in-service education budget is not adequate for these needs, it may be possible to secure special funding for the project. Some states have funded special projects on education for aging through the State Office on Aging. In Indiana, in Michigan, and in Ohio funds were allocated to start experimental programs on education for aging. Private foundations within a community may be interested in starting a pilot project. Once the program is established, instructors from the district's staff may be trained to continue the instructional program.

2. Staffing the educational program. To obtain a qualified instructor for the course, there are two possible approaches. The school district may approach a local university, college, or community college which offers studies in gerontology. One of these institutions may be able to provide a staff member who can coordinate the course, teach some of the lecture material, recruit guest speakers, and recommend materials. If an instructor can be obtained through the community college district, it may be possible to have the course funded through the college, at a minimal cost to the school district.

If help is not available from an academic institution, the district may set up its own course in the in-service program. The local Area Agency on Aging office, or other

organizations serving the aged, such as Senior Centers or Senior Services offices, will probably be able to recommend people trained in gerontology who can be approached to coordinate the course. Guest speakers should be used, as well as the instructor, in order to provide the class with a number of approaches to the subject, and to acquaint the teachers with some of the resources of the community. Among the guest speakers there should be representatives of the elders of the community.

The coordinator of the section of the course on curriculum building might be a faculty member of an education department, a teacher with a special interest and background in the field of aging, or a graduate student in gerontology. Using as guidelines the materials from the San Jose State University course, such a person should be able to develop a good program.

3. Providing texts and materials. Since many teachers taking the course will have no background in gerontology studies, it is advisable to provide a good basic text for reference purposes. An example of a good general text, available in paperback at reasonable cost, is Aging in American Society, by James D. Manney, Jr., published by the Institute of Gerontology at the University of Michigan in 1975. This book covers the processes of aging, the social situation of the aged, and public policies and programs.

For the curriculum building section, many examples of activities, resource materials, teaching plans, and

curriculum guides should be supplied. These should be supplied at different grade levels, as useful starting points which the teachers will adapt to their own needs. (See Appendix for examples of materials distributed in the San Jose State University course.)

4. Offering follow-up and feedback. One of the objectives of the Curriculum Building course is that every teacher completing the course will have prepared a curriculum unit for use in his or her classroom, or an approach to incorporating material on aging into the ongoing teaching program. Provision should therefore be made at the end of the course, for a follow-up session after sufficient time has been allotted. Participants will report on the results of the program and exchange ideas on successful teaching experiences.

SECTION IV. THE WHERE, WHAT, AND HOW OF CURRICULUM BUILDING IN THE AREA OF AGING

In planning to introduce the study of aging into the program of a school or a youth-serving agency, the economics of time and money budgets are matters of first consideration. The school curriculum is packed with mandated subjects, with achievement testing in many of these areas on a regular schedule. The result is that the teaching program is geared toward areas already specified.

Education for aging, however, need not be a subject taught in a special period set aside for this study. Ideally, the theme of life-span education should be interwoven into all

aspects of the educational situation. Since the topic is one that is full of emotional pull and potential interest, and can be closely tied to the personal concerns of the students, materials on aging can become an impetus to thinking and learning in most subject areas, already established as part of the curriculum.

Reading and composition classes are natural areas for the inclusion of books, poetry, songs, theme assignments, and notebooks on old age and its relationship to young age. History classes offer a golden opportunity to use older people as resources to bring history alive, and to practice the art of oral history. In psychology and physiology classes, in home economics and physical education classes, in art and music, the theme of old age can offer new and stimulating approaches. Some specific suggestions follow.

WHERE TO TEACH ABOUT AGING

1. In the schools. Public and private schools offer outstanding opportunities for incorporation of life-span education into the curriculum. Bringing the whole family, including grandparents, into a supportive role for the school provides the benefits of cross-generation contact. Private boarding schools, where students are isolated from contacts with older people, might wish to make a special effort to bring in older residents of the area as resource persons and regular visitors.

Nursery school and kindergarten. Life-span education begins with the earliest opportunities in the pre-school program. In the nursery school, elders can serve as regular daily volunteers or paid staff members, bringing a valuable grandparental influence of warmth and stability to the very young. At this grade level, a regular pattern of experience with a few older people is preferable to many exposures, which may be confusing and intimidating.

Primary grades. In the primary grades, education for aging is centered in family-life studies. Relationships with elders in the family and in the neighborhood can be explored. Concepts of stages of growth and change, and the recognition of death as part of life, are introduced, in literature and in science. Stories, poems, and songs can be used to present positive images of old people. Cross-generational contacts can be built by bringing elders into the classroom as special skills teachers, and by having the students visit local senior centers.

Upper elementary. Concepts of growth are developed, as students gain greater independence and sense of self. Students at this level may analyze their own past and their place in the family. Family trees and annotated family photograph albums can be used as starting points for compositions on family history. Informal oral history gathering from older family members and elders in the neighborhood fits into the social studies and English composition curricula. In geography, as different countries are studied, the place

of the aging in other countries and cultures may be contrasted with the American norm.

Cross-generational contacts can be expanded for this age group. Older people with special skills may be recruited to come to the school as instructors. Students, with structured preparation, may take field trips to visit senior centers to share activities with active seniors, or to visit retirement homes and convalescent hospitals in small groups, to develop one-to-one caring relationships with less-active elders.

Junior High. At the junior high level, old age can be studied as part of the scientific study of the life cycle, with discussion of physical and social change. Roles considered appropriate to different ages can be studied, with discussion of differences in appropriate roles in different cultures, as well as at different ages, to develop an understanding of the cultural aspects of role assignment. Cross-generational and cross-cultural contacts may be expanded to allow for the greater independence of young adolescents. Under school direction, development of one-to-one relationships with older people may be encouraged. This may be a helping relationship for an old person who has physical and social needs, a helping relationship for a young person who needs assistance in skill development, or ideally, a two-way helping relationship.

Senior High. The scientific study of aging can be introduced in life science classes and in social studies

classes. Sociological and psychological aspects of aging, and a study of the present position of the aged in our society, are good subject matter areas. Analysis of the political and social situation affecting the aged, with discussion of the need for changes and how to bring them about, opens up opportunities for community projects involving young and old working together for a common goal.

2. In youth-serving agencies. In addition to the public and private school systems, organizations devoted to youth services afford an excellent opportunity for educating the young about the old. Organization such as Scouts and 4-H clubs have traditionally performed services for handicapped elderly as part of their programs of help to the community. Some organizations, notably Girl Scouts and Red Cross, have recently undertaken more ambitious programs of education of leaders and young people to encourage cross-generational helping experiences.

3. In religious education programs. Religious organization have begun to address the problem of educating the young about the old and to engage in cross-generational experiences. The United Church of Christ has prepared an excellent guide, titled Understanding Aging, for the inclusion of these experiences in worship services and religious school. Summer camps run by religious organizations are another area for incorporating programs on aging. The United Association of Hebrew Congregations has introduced a program

at Camp Swig, in Saratoga, California, to sensitize the young to the needs of the old.

HOW TO TEACH ABOUT AGING

Since education for aging is really education for a good life at all ages, it should be incorporated into all aspects of the school program. In setting up the program, these elements, which will contribute to well-being throughout life, should be kept in mind. First, practical skills of living are very much a part of education for aging. Properly taught, these skills and attitudes will serve students now and will enable them to reach old age as productive, healthy elders. For example, preventive medicine, home nursing skills, first aid techniques, dental care, development of good habits of exercise and nutrition, are of vital importance in education for aging. Although much current research has shown that it is never too late to benefit from exercise and good nutrition, it is certainly better to start at age six rather than wait to age sixty.

Second, development of skills of inter-personal relations can be enhanced by a school program stressing cooperation and giving students opportunities to work in different roles in group situations. In the years after retirement, many who have been absorbed in work to the exclusion of social relationships find themselves needing to get along with others. Social habits developed from earliest schooling will serve this need for affiliative skills.

Development of a variety of interests, and an attitude of flexibility, cited by Howard McClusky as essential for adaptation to retirement, can be promoted by an educational program allowing many choices and stressing the many human experiences that can provide satisfaction. Music and art programs, development of manual skills, learning the types of sports that can be played throughout life, are all important studies, which will enable older people to turn to new interests as the inevitable physical and social losses of aging close off some avenues of former satisfaction.

Of great importance is the concept of life-span development. This provides a focus for life as a whole, with old age having a specific task for the fully realized life. The realistic view of aging will not hide the fact that biologically there is a downward trend in physical abilities. This can be countered by the fact that life-span education, with its view of old age as having tasks of continued psychological growth and fulfillment, gives an optimistic view of old age.

These standards for teaching about aging are suggested.

1. Education for aging should be interdisciplinary, since it is not confined to any one subject matter area.

2. Education on aging should be innovative and informal. It should be based on experiences rather than on texts, but the experiences should be coupled with cognitive learning about the aging process.

3. Factual information in the aging course should be based on current scientific knowledge about the aging process. Recent findings on the psychology of learning and retention of mental capacities in old age, research on the effects of exercise programs, cell research, and other current research findings, can be made applicable to this program at all grade levels.

4. An important area for inclusion in education for aging is family life education. Family life should not be taught as stopping with the raising of children, but should include grandparenting as an essential part of family life.

5. Education for aging should be cross-generational. At every level of the educational process, old and young can interact in joint activities. When possible, community projects involving all ages should be undertaken under the sponsorship of the educational system.

WHAT SUBJECTS CAN BE USED TO TEACH ABOUT AGING

Since the subject of aging is interdisciplinary, the study should not be limited to one specific course. Instead, the topic can be introduced into many existing curriculum offerings. The following are suggestions:

1. In the elementary school, aging can be brought into time allotted for social studies, reading, composition, music, art, and physical education. In junior high and high schools, many courses offer opportunities for teaching about aging.

2. Literature. Poems, contemporary song lyrics, short stories, novels, and biographies can be used to make students aware of the problems and opportunities of the aging process. (See Appendix for a limited listing.)

3. Composition. Writing about one's own experiences and about one's family, creates insights into the aging process. Writing poetry and themes helps students express their feelings. Family histories, futures autobiographies, biographies of elders in the family, all combine development of writing skills with development of an understanding of aging.

4. Physical education. Physical skills and enjoyment can provide recreation and enhance good health throughout life. In cross-generational activities, physical education students can participate in planning and helping with an exercise program for seniors with limited mobility. Learning about how regular exercise programs have preserved vitality for elders, youth may see the value of regular exercise in their life schemes.

5. Art. The topic of aging supplies themes for collages, photography assignments, film-making. Ideas for combining an awareness of aging with art include a sketch trip to and with an art class at a senior center, making paintings and graphics to enliven the halls of a nursing care facility, using seniors as resource persons to teach art skills and crafts, especially to preserve old crafts.

6. Music. Some suggested activities for music classes are to sing and discuss popular songs with the theme

of old age; to prepare a choral program for residents in a convalescent home with a sing-along conducted by the students; to tape record and transcribe old folk songs, both American and foreign, sung by seniors; to plan and present a musical production with members of a senior center; to have instrumental students and small vocal groups volunteer to give programs at senior centers and convalescent homes.

7. Social geography and cultural anthropology. In studying about people in other countries and other cultures, students will contrast the position of the aged in these cultures, compared to that in the United States, and analyze the reasons for the different responses. Different cultures in the local community can be studied in this regard. Elders who have come from other countries may be invited into the classroom to tell about their life in another culture, and show artifacts of this life.

8. American history and world history. Using elders as resource people for discussion of historical events within their lifetimes can bring history to life for the students. Panel discussions may reveal different recollections of the same event, and help develop an understanding of how historians use primary sources to get different viewpoints. An oral history bank may be established to preserve the memories of elders in the school area. Students may be encouraged to start writing down their impressions of major current events in their time, so that they can look forward to being resource persons on the history of their times.

9. Economics. Students will learn about the relative economic positions of different age groups in the United States, and will study the evolution and working out of the Social Security and Medicare systems. They may study pension plans and the economics of retirement, with an analysis of how population trends affect the balance of working and retired persons. Aspects of investment and financial planning for a secure old age can be studied, and the time that financial planning programs should start may be discussed. The major economic issue to be studied is how the economy can assure a comfortable life for the retired, without putting an undue strain on the system.

10. Sociology. The demography of aging should be studied, with relative numbers of aged in the United States at present, in the past, and in projections for the future. Concepts of role at different ages, and the role expectations that the comunity imposes on the aging, can create thought-provoking discussions. Field trips can take students to visit community services for the long-lived. Social workers may be invited to lecture on what social services are being provided, and where there are gaps in service. Students may want to join with senior activist groups to seek community action on some observed problems.

11. Psychology. Psychology classes can study the stereotypes of aging, how they affect personality, and how they might be changed. Erikson's stages of the human life cycle. Jungian psychology, Maslow's self-actualization

theories, all provoke students to think about how their lives will be lived in old age. Research on mental functioning of long-lived adults will be brought into the classroom. Students can learn about attitude formation and do research on how attitudes about aging can be changed.

12. Physiology. Materials to be taught can include research on aging as a cellular function, with a clock of aging built into the body. Students can learn about research on effects of nutrition and physical conditioning throughout life.

13. Health studies. First aid skills with practice, home nursing care, preventive medicine, and the role of good personal habits and dental care in allowing elders to be physically comfortable in their later years, are good topics for health class gerontology studies. Practical work as volunteer or paid aids in health care institutions may be encouraged.

14. Architectural drawing and landscape architecture. Homes, garden apartments or high-rise apartments, parks, senior centers, community facilities designed to facilitate independent living in old age, can be subjects for student projects. An entire class may be assigned the project of developing facilities for elders, and given a short course in the needs of the aged to start, or individualized study programs can be developed for the students who want to work on these projects.

15. Home economics. Nuclear family patterns and extended family patterns can be studied, with discussion of the possibilities of multigenerational family interaction. Students can invite elders from the area into the classroom, to teach homemaking skills, help develop recipe collections of old-time recipes, teach about earlier methods of homemaking before the invention of modern appliances. Students can help prepare food for shut-ins and special treats for residents of nursing facilities. They can train for work as homemaking aides, to help partially disabled elders remain within their own homes.

16. Manual training. Elders can come into the shops to teach woodworking, carving, home repair skills, and other skills. Students can start projects of volunteering to help with home maintenance projects for disadvantaged elders, and also train for paid work as home maintenance aides to help elders maintain their homes at low cost.

17. Career education. The practical application of gerontology in career education class is to explore the great variety of jobs that will be available in this growing field. The theoretical application is to encourage students to think about career flexibility, and to develop a hobby or interest that could lead to a second career after retirement. Students in career education should be aware of longevity statistics that show that after retirement from a major career at 65, they are likely to have at least 20 years of vigorous life ahead.

18. Current problems. The topics studied in economics and sociology classes, revised to have less academic emphasis and more relationship to the current news, are all relevant to current problems classes.

19. Government. The mechanisms that the government has set up to help with some of the problems of old age should be studied. Representatives of local government may be invited to class to act as resource persons. National legislators could be invited for a school-wide conference on problems of the aged. Representatives of senior groups with lobbying programs, such as AARP, should be invited to discuss their activities in state and national governments, as well as senior power group representatives from the Gray Panthers and similar groups.

SECTION V. A PLAN FOR A COURSE FOR TEACHERS IN CURRICULUM BUILDING IN THE AREA OF AGING, K-12

Goals

1. To encourage the inclusion of information on old age and the aging process at all stages of the educational system, starting with early childhood.

2. To give teachers an opportunity to gain practical experience and to sample a variety of curriculum units on aging.

3. To develop materials which teachers can adapt for use in classrooms within the existing curriculum.

4. To encourage teachers to design curriculum plans

for specific teaching situations, and to put these plans to use.

5. To demonstrate the value of cross-generational contacts and to help teachers realize the value of utilizing elders as resource persons.

Objectives

On completion of this course, participants will be better prepared to:

1. Understand the importance of teaching concepts of aging to the young, to encourage better cooperation between young and old and to aid in personal growth.

2. Design a unit of study on the subject of the aging process suited to the age level and learning situation of their students.

3. Find or create materials which can be used to carry out such a program

4. Locate resources within the community which can be of help in carrying out such a program

5. Indicate a willingness to incorporate the concept of aging into the ongoing educational program on a regular basis.

Daily Lesson Plans

A separate topic was selected for each day of the program, and specific objectives, with daily lesson plans developed around these objectives, were written. The topics for the five days of the course were: Young and Old Together;

Grow Old Along with Me; How to be a Great Old Person; Curriculum Building in the Area of Aging; and Reviewing Curriculum: Evaluation Techniques. A description of each topic follows:

First Day. Young and Old Together

Objectives: Participants will: (a) Learn of successful examples of cross-generational contacts; (b) Study resources and techniques for establishing cross-generational relationships; (c) Give reasons why activities between generations are desirable, with special emphasis to activities bringing together the young and old; and (d) Express a commitment planning a program which will encourage closer relationships between young and old.

Lesson Plan: (a) Introduction and greetings--instructors and participants discuss their background, what they expect go gain from the course, and what contributions they hope to make to it; (b) Film strip, "How Would You Like to be Old," Part 2 showing youth-age interaction; (c) "The Youth Cult in American Society"--lecture by instructor on the youth cult and its social and economic implications; discussion of ways to create awareness of attitude formation in media, and assign collage project: examples of the youth cult in advertising; (d) Age-grading exercise (see Appendix)--a practice with some of the materials which can be used in the classroom; and (e) Panel discussion on youth-age cross-generational contacts--participants: representatives of Girl Scount Hand-in-Hand project; Gray Panthers; elementary school

class working with a nursing home; Red Cross high school project.

Second Day. Grow Old Along with me, The Best is Yet to Be

For this day's presentation, the question is raised, is the above statement true or false? Objectives of the second days presentation are for participants to: (a) Learn about some of the problems, physical, psychological, and social, associated with aging; (b) Be able to discuss some community agencies which try to deal with these problems; (c) Understand the basic points of life-span development theories.

Lesson Plan: (a) Two film strips, "How Would You Like to be Old?," Part 1 and "Myths and Realities of Aging"; (b) Life-span development theories--lecture on Erikson's theory of the life cycle and views of other psychologists; life pattern exercise (see Appendix); and (c) Oral history project--an example of a project relating young and old--assign reading article, Oral History Goes to School, from course syllabus; illustrations of oral history projects and demonstration of a tape-recorded interview.

Third Day. How To Be A Great Old Person

On this day the objective is to develop techniques for thinking about one's own future aging. In addition, students are to begin to plan what they will teach about aging in their own classrooms, by formulating objectives

for their own teaching program. Objectives for the third day are for participants to: (a) Make a plan for their own future as they hope it will be; (b) Learn techniques for having young people design a life plan; and (c) Set up objectives for a program of study incorporating concepts of aging into their regular teaching situation.

Lesson Plan: (a) Examples of classroom games and activities--preparation of collages made from clippings brought to class, game: Name a Great Old Person; (b) Futures autobiography exercise--participants write what they want to have accomplished, and what they want to be like, at different stages of life; discuss how these activities can be used in the classroom; (c) Review rules sheet on How to Get Old and Do it Right (see Appendix); (d) Trigger Films--show films as examples of thought-provoking learning devices; discuss films and film sources (see Appendix, Media Lists); and (e) Curriculum objectives--discussion of objectives participants may wish to have their students achieve.

Fourth Day. Creating Empathy Through Role-Playing and Creative Projects

Participants will: (a) Learn techniques to promote understanding among the young of some disabilities that others may have; (b) Be able to suggest types of creative activities that are likely to encourage empathetic understanding of the old; (c) Examine units of study which have been used in teaching about aging and select materials applicable to their own teaching situation; and (d) Start

to plan an unit that they will prepare to teach.

Lesson Plan: (a) Role playing exercises--dramatizations of how to treat a person with sight loss, hearing loss, difficulty walking, confinement to a wheel chair; after studying materials on these topics, students team up for dramatizations, using props; (b) Creative student projects--play tapes of songs and poems written by students; display creative student projects using photography, art, and compositions; try out a poetry assignment, using a Haiku form on the topic of old age; and (c) Review some units of study from the syllabus, discussing adaptation of the ideas to other situations.

Fifth Day. Evaluation Techniques. Presentation of Student Projects

For the final day, the participants will: (a) Discuss and refine the plans they have made for teaching concepts of aging to the young; (b) Learn evaluation techniques which can be used in analyzing cognitive and affective learnings; and (c) Develop a plan for continued interaction with others in this area of study.

Lesson Plan: (a) Participants present outlines of the way they hope to incorporate education on aging into their classroom programs--discussion of strengths and weaknesses, anticipated problems and suggestions for correcting them; (b) Lecture on evaluation techniques--What ones are appropriate for this subject? Why are they needed? (see Appendix); and (c) Evaluation of the Curriculum Building course--written evaluations and open discussion.

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[16]MacLean, op. cit., p. 218.

[17]Ibid., p. 219

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APPENDIX A

FOLLOW-UP LETTER FOR PARTICIPANTS IN THE COURSE ON CURRICULUM BUILDING IN THE AREA OF AGING

FOLLOW-UP LETTER FOR PARTICIPANTS IN
THE COURSE CURRICULUM BUILDING IN
THE AREA OF AGING

To: Member of the Class
Curriculum Building in the Area of Aging

Dear ------,

At the end of our course on curriculum building in the area of aging, you prepared a plan to try out in your own teaching situation ideas which you had developed during the class sessions. When you have had an opportunity to put your plan into operation, I would like to have a report on the results you obtained.

Please fill out the attached questionnaire, letting me know what materials you used and how they were accepted by the class members. What were your methods of presentation and of evaluation? What was the result of this evaluation? Did the participants' attitudes change to any observable amount? Did they gain new knowledge and new skills?

When reports from the class members have been turned in, they will be duplicated and sent to you so that we can all share in the experiences of the others.

Sincerely,

Questionnaire Attached

EVALUATION OF USEFULNESS OF THE COURSE
CURRICULUM BUILDING UNIT ON AGING USED
IN A PRACTICAL TEACHING SITUATION

Area in which the materials were used:

1. Grade level _____.

2. Name of course of study in which materials on aging were used _____.

3. Number of students _____.

4. Duration of the use of materials:
   On-going _____ Limited duration _____
   Period of time _____

Your initial interests:

5. Have you been interested in teaching the subject of aging before taking this course? Yes __ No __

   Have you taught this subject before? Yes __ No __
   If yes, in what way _____

6. Has this course: increased, decreased, left unchanged your interest in the subject of aging? (Underline the correct response).

7. Do you plan to continue to teach the subject of aging? Yes __ No __. If no, please tell why not.
   _____
   _____.

8. Would you like to pursue this subject further through a more advanced workshop in this subject? Yes __ No __.

Usability:

9. Was it relatively easy for you to adapt / modify the materials presented in the course to your particular curriculum? Yes __ No __ To your particular group of students? Yes __ No __.

10. Did you evaluate your students' responses to the materials on aging? Yes __ No __. If yes, please explain what evaluation methods you used. What were the results? (Use another piece of paper to write your explanation.)

11. Please describe the program you used in your classroom. Use another sheet of paper.

    Objectives

    Outline of lessons plans

    What materials did you use? Please comment on how they were received by your students:

    Audiovisual

    Textual

    Games, role playing, other group experiences.

    Do you plan to modify this program for your next use? Please describe how you would change it.

12. Would you encourage other teachers to take a course in Curriculum Building in the Area of Aging?
    Yes __ No __.

    Would you like to see such a course offered as in-service training in your district? Yes __ No __

APPENDIX C

SAMPLE TEACHING UNITS
UNIT ON AGING, Grades 7-9
(May also be used for Grades 10-12)

By

Adele Saxe

HOW TO GROW UP TO BE A GREAT OLD PERSON

A Three Week Unit of Study for Junior High School

First Week

Day	ACTIVITY
1	The topic is: What is old? How do you feel when you think about old people? About being old yourself? Administer Perceptions of Age questionnaire (attached). Have students fill them out individually, and then discuss. Take questions 1 and 2 and make lists of answers on the board. For list 1, ask if students know of any older people with opposite or different traits. For list 2, ask for young people with opposite or differing traits. For list 1, do they know of any young people with these traits? For list 2, of any old people? Discuss stereotypes of aging revealed in this survey. Homework: 1. Write a Futures Autobiography at Ages 50, 65, and 80. What do you want to have done by this age? What kind of person do you want to be? How much of this will be under your control? What help will you need from the community? Turn in Wednesday. 2. Start a collection of pictures or articles about great things old people are doing. Every student is to bring at least one, for a classroom collage. If you can't find one, draw or write your own. Bring in Monday of next week. Appoint a committee to plan and put up the display.
2	Discuss question 20 from Perceptions of Aging list. What age would you most like to be? Why? Have a brief, informal debate in class. This can be picked up again later. Show film strip How Would You Like to be Old?

This is an excellent film strip showing old people in active, involved roles, and young and old cooperating together. A good list of discussion questions accompanies the set. Use as many as you have time for, and follow up on the next day. Important ones for discussion are: Why have the aged lost their traditional roles in family life? What has caused our society to forget its old people? How can old people help the young? Should young people prepare for old age?

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3 Continue with discussion of film strip. Then collect Futures Autobiography. Discuss student goals and what they will need in order to meet these goals. Can they set up a life plan? Can they predict what the future world will be like when they are old?

Discuss the question; How can old people help the young?

Assignment: Make contacts with one or two persons over 60 for the following purposes: (a) Learn something about the past, in the history of the world, the country, or the community, that your contact will give you first hand, eye-witness report on. Write this up and turn it in on Wednesday of next week. (b) Learn to do something that an older person teaches you about a skill they learned when they were young. Bake bread, make jam, whittle a toy or a musical whistle, crochet a potholder, etc. Skills from the past project is to be turned in on the fourth day of the last week.

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4 Have students read Growing Old, Fact Sheet, and Older People Discuss their Problems, from Scholastic Search, Scholastic Magazines, November 21, 1974. If this issue is not available, other reference materials should be developed from Fact Sheet on Aging (see Bibliography).

Have students prepare quiz questions from Fact Sheet.

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5 Start with Quick Quiz (non-graded) to review Fact Sheet.

Exercise on How to Get Old and Do It Right. Do the students agree with these rules? Can they think of others they would like to have included? Encourage students to make a list of rules for My Great Old Age. When Futures Autobiographies are graded and returned, they should put these together in a file marked: To be opened when I am 50.

Form committees and have each committee think of the names of 10 Great Old People, living or dead, American or foreign, to be used in next Monday's game.

Second Week

Day	ACTIVITY
1	Play the Name That Great Old Person game. In advance, make name tags with names of Great Old People that the committees turned in on Friday. Add whatever additional ones are needed. Pin a name on the back of each student, and have them circulate around, asking questions until they guess their identities. While this is going on students turn in their pictures and articles about Great Things Old People are Doing. Display committee will put these up on bulletin boards. Then the whole class can come to the exhibit and comment on it. They may wish to invite other classes in to see the display and talk about the unit on aging and learn how to be a Great Old Person. Assignment: Students will prepare reports on some prominent Great Old People, either those listed in the game or some others that they think of. Library time will be given for this report.
2	Sign up for library research. Each student is to research and write a report on a Great Old Person. What were (are?) this person's achievements in old age? Can you find anything about the person's philosophy of life? Is there any clue you can use in your own aging? Did this person do the same thing throughout life or were there changes in career, lifestyle, residence, etc. Reports due Thursday.
3	Songs about Age. Select two or three songs from the song list. Bring records or tapes and play in class. Discuss. What are they telling us about the song writer's view of old age? Students who have finished their interview with older people will report on them. These will be gradually given throughout the rest of the unit.
4	Poems about Age. Select one or two poems from the poetry selections which give a positive view of old age. Duplicate. Read and discuss. Turn in written write-up of a Great Old Person. Continue reports on interviews with older people.

5 What will today's young people be like when they are old? Make a list of people prominent today, whom you think will be good old people. Review this list with the students. Do they agree or disagree? Then have students make their own lists of prominent sports figures, entertainers, politicians (young ones) and make predictions about who will make a good old person and who will not. What factors do they see as contributing to continuing growth and excellence in life?

Third Week

1 Patterns of life. Psychologists have suggested different patterns of life. Look these over with your students. On their worksheets, have them write whether they think this pattern will be unlike their expectations of their own life, very much like their own life, or somewhat like their own life. Meet in groups and discuss: Do students generally agree on one pattern? What stage do we expect to be happiest? What has influenced us to believe as we do about the stages of life?

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2 Show film, The Art of Age. This film shows four people leading successful lives in old age. Discuss what makes them Good Old People? Discuss other films of television shows your students may have seen about Good Old People such as Harry and Tonto.

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3 Discuss Age Grading in our society (attached). What is meant by Age Grading? Why are certain tasks reserved for groups of certain ages? Have students do a time line and discuss why they feel as they do.

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4 Bring in Skills Projects. If it is food, share it. Make a display of craft projects.

If time, do research on the world of the future.

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5 Review. Discuss activities. Discuss what we have learned about growing old and about ourselves. Each student should make a commitment list; What Steps I am Taking to Become A Great Old Person.

Futures Discussion: What will the world be like when we are old?

PERCEPTIONS OF AGE QUESTIONNAIRE

1. What makes a person seem old?
2. What makes a person seem young?
3. Think of two people you know who are 50 years old. One seems older than his/her years, one younger. What are the differences between the two?
4. What is the best thing about being 70 years old?
5. What is the worst thing about being 70 years old?
6. How old do you think you will be when you marry?
7. How old do you think you will be when you have your first child?
8. How old do you think you will be when all your children are gone from home?
9. How old do you think you will be when you become a grandparent?
10. How old do you think you will be when you retire from the work force?
11. How old do you think you will be when you die?
12. At what age would you prefer to die? Why?
13. How old will you be when you stop going to school?
14. How many careers do you expect to have?
15. What will you do when you retire?
16. What activities will you perform as a citizen at age 65?
17. What activities will you perform as a family member at age 65?
18. What activities will you perform as a worker at age 65?
19. Where do you think you will live at age 75? 85? 95?
20. What age would you most like to be? Why?

HOW TO GET OLD AND DO IT RIGHT

Some rules from Esquire, April, 1975, adapted for school use.

1. Stand up straight.
   This is hard enough in adolescence and never gets easier, so should be practiced starting right now. It may hurt, but it must be done. Imagine what a great person you are and pull yourself up. Standing up straight is the key to everything else.

2. Never stop working.
   The best old people have been thoughtful enough when young to get themselves into a position where they cannot be forced to retire. Or if they are forced to retire, they have developed an absorbing second career or serious hobby. A good old person is more likely to be a farmer or lawyer or storekeeper than an employee of a big corporation. A difficult, all-consuming hobby is a good substitute for continued employment.

3. Don't use cosmetic devices to try to look young.
   Perpetual youth is for people under 55. Older people should be smarter: too smart to wear toupees, dye their hair, or have their faces lifted. Don't be afraid to look your age; it's what's inside that counts.

4. Learn to tell stories well.
   Old people have a lot to share. Learn to do it interestingly. Young people like to hear about old times, and old people like to reminisce with each other. But make it worth hearing.

5. Rage, don't whine.
   If something goes wrong and you know you're right, let people know about it. But don't complain about little things that can't be changed. A good test is: What would Harry Truman have said about this situation?

6. Acquire a big ego.
   A good old person does not depend on his children or anybody else for enough attention to feel attended to. A good old person is sufficient unto himself or herself if need be, and also knows how to find company when it is wanted.

<u>For class discussion</u>: Do you agree with these rules? Which would you like to change? What additional rules would you like to add for yourself?

AGE-GRADING EXERCISE

For background, do a classroom study grading in a primitive society. A reference that the students can use is People and Places, by Margaret Mead.

Make up a time-line, listing Infancy, Early Childhood, School Age, Adolescence, Young Adulthood, Mature Age. Place on board. Make up a list of activities that fit into different categories. Add the activities to the time line. Which of them are appropriate to only one age? Which fit into many categories? Make a list of activities and discuss whether students feel that these are appropriate to Mature Age. Why or why not? Does it make them feel uncomfortable to see old people doing some things? Why?

The list might include:

Playing tennis	Attending a rock concert
Reading a book	Attending a classical concert
Watching television	Going backpacking
Falling in love	Sitting on the grass in the park
Hugging and kissing	Going out dancing
Wearing make-up	Changing your hair color
Swimming	Wearing bright colors

Add any others that you think of.

APPENDIX D

SAMPLE TEACHING UNITS
UNIT ON AGING, Grades 10-12
(May also be used for Grades 7 - 9)

By

Adele Saxe

YOUNG AND OLD TOGETHER

A Three Week Unit of Study for Senior High School

Week 1 Day	ACTIVITY
1	Film strip. What Is It Like to Be Old? A good motivating opener with a positive view of aging and a good discussion guide. Provides many views of young and old people living and working together. Call attention to this section, as greater cooperation between young and old is the major theme of this unit. Assignment: The textbook for this unit is Aging: An Album of People Growing Old by Shura Saul, Wiley, New York, 1974. Read pages 127-136, "Young People Write of Aging." Students will write a similar brief essay about aging. This is due at the start of the third week of the unit. Look for pictures of stereotypes of old age in magazines and newspapers. When watching television, look for stereotypes in ads and TV shows. Cut out or write up these examples. Appoint a committee to set up a Stereotypes of Aging display. Each student is to bring in at least one item for this display.
2	Myths and Realities about Aging. Select as many of the True-False statements as you wish to present to your students. Go over the answers in class. Then show film strip, Myths and Realities, filmstrip number 1 of Perspectives on Aging. This half-hour filmstrip challenges stereotyping, corrects common misconceptions about the aged and explores problems

of finances, health, housing, transportation, retirement, and social roles.

Assignment: Saul, The World of the Aging Person, pp. 13-20.

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3 Human Life Cycles. Discuss Erik Erickson's Life Cycle Theory, concentrating on stages VII and VIII. Do the students agree with his analysis?

Assignment: Find examples of Erickson's healthy and unhealthy stages. Write up and turn in on Monday. Real Saul: Myths and Stereotypes in the World of the Aging Person, pp. 20-27.

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4 Stereotypes of Aging. How are they developed? How can we combat them? Start to collect pictures of stereotypes of aging. Committee begins to assemble a bulletin board display on this topic. Discuss stereotypes of aging as seen in the different media. Appoint a committee to report on TV shows. Another committee group can report on folk tales and fairy tales that children read. What views of old people do they learn from these? A third committee can collect ads and other pictures showing the Youth Cult in the U.S. How has this developed? What does this mean to older people? These groups will report, display and discuss their topics in one week.

Assignment: Saul, Young People Talk about Death, pp. 49-52.

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5 Facing some of the Realities of Old Age. Use Trigger Films: "To Market, to Market," "Dinner Time," and "Tagged." Stop for discussion after each film. What do these show about some of the realities of old age? Physical decline and eventual death are among the realities of old age. How can they be faced? What is the effect of retirement on old people? Is the view of old people toward death different from the view of young people? (Review Erikson)

Assignment: The Older Population, Some Facts We Should Know.

Week 2 Day	ACTIVITY
1	Turn in assignments on Erikson and discuss what the students found out. Songs about age. Select one or two songs from the list and play them for the class. Discuss what view of old age is shown. Go over The Older Population, Some Facts We Should Know in small groups. Have students select the facts they think are most important for them to remember. Make up brief quiz questions and turn them in. There will be a short graded quiz based on the student's questions on the next day. Assignment: Review for quiz.
2	Quiz on Some Facts We Should Know. Grade in class. Let students see their papers before turning them in for recording so that they can go over the correct answers. Set up research assignment on Growing Old in Our Community. Suggested topics: Controls Over Nursing Home in Our Area, Housing for Seniors, Activist Groups among Seniors, RSVP and other Senior Volunteer Groups, and Government Nutrition Programs. The students will work on these projects in small committee groups. They will turn in a report on Wednesday or Thursday of the third week. Reports may be in dramatic form, panel discussion or audio-visual. Emphasis should be on whether the needs of seniors are being met in these areas, whether there is anything that young people can do to help, whether young and old can work and play together in any locations in this area. Assignment: Saul, Life Work and Death, pp. 37-44, 49-57.
3	Library research period or time for making community contacts for research projects. Teacher should assist committees who need help in getting started. Emphasize that presentation is preferably dramatization, role

play, etc., and discuss how this might be worked out.

Assignment: Saul, Love, Loneliness and Loss, pp. 57-84.

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4 Poetry and Aging. Select two or three poems from the poetry guide showing both positive and negative views of old age. Read and analyze passages relating to old age. As extra credit assignment, suggest that students may want to write a poem about their feeling concerning growing old or concerning loved relatives who are aging and facing death.

Relationships between young and old: Show Trigger Film: "The Center." Discuss: Is it possible for young and old to share educational and recreational facilities or are their needs too different?

Assignment: Saul, Change, Hope and Struggle, pp. 89-109.

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5 The roles of the old in our society. Discuss the readings in Saul, "Aging, What roles do the old people play?" What roles are available to the old in our society?

Allow time for committees to get together to work on their projects and for the display committee to work on the stereotypes bulletin board project.

Be prepared to tell a funny joke or share a cartoon involving older adults.

Week 3 Day	ACTIVITY

1 Young and Old Together. Bring in a panel discussion of seniors active within the community to discuss their view of interaction with the young. Seniors will present their views and students ask them questions and take part in discussion.

Look over stereotypes board and discuss feelings of seniors about the Youth Cult and the stereotypes of aging. Trade jokes about aging with the seniors. See if they have any jokes to trade about adolescents.

Turn in personal essays.

Assignment: Old People Write of Aging, Saul, pp. 127-135.

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2 Library research period or work within the classroom on completion of committee assignments.

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3 & 4 Committee Report days. If committee reports do not fill the entire time, use the Great Old People Name Game or any of the activities from the junior high unit.

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5 Evaluation, review and commitment. Talk over what we have learned. Take out the Myths and Realities sheet again, look them over to see if we would make the same mistakes. Use the Myths and Realities page for some on-the-spot charades--guess which myth the group is acting out.

Allow time for each student to write down a commitment to working in some way with a senior, in direct personal contact, or with a group connected with senior services. Discuss if students would like to.

Evaluation of the unit.

USING POPULAR SONGS TO STUDY OLD AGE

Popular songs, which fit into the life style of secondary students, are an excellent way to invoke student interest and start discussion. Members of your class will be able to suggest some songs to play in the classroom, either on records or tapes, as a lead-off for discussion. Ask your cooperative neighborhood record store for some help with this project, utilizing their catalogs. If records or tapes are not available, the lyrics alone are very helpful.

They are available without the music in such collections as:

The Beatles Illustrated Lyrics. New York, Delacorte Press, 1969-71.

Rock and Soul Songs. Derby, CT. Charlton Publications, 1955-1974.

Pop/Rock Lyrics. Jerry Walker, ed. New York, Scholastic Book Services, 1970-71.

Some songs to look for:

When I'm Sixty-Four, The Beatles.

And When I Die, Blood, Sweat and Tears

Yesterday When I Was Young, Roy Clark

Time, Pink Floyd

Sixty Years On, Elton John

Are You Ready?, Pacific Gas and Electric

Hello In There, John Prine

Is That All There Is?, Peggy Lee

We May Never Pass This Way Again, Seals and Croft

Old Friends, Simon and Garfunkel

Live Till You Die, Emitt Rhodes

It Was a Very Good Year, Frank Sinatra

Grandma's Hands, Barbra Streisand

Discuss:

1. What kinds of ideas about aging are expressed in this song?

2. Was this song written by an old person or a young person? If young, would an old person agree with this view of old age?

3. Why are so many young writers writing about old age in our times? What does this suggest about the feelings of the young toward old age?

HELLO IN THERE

We had an apartment in the city, me and Loretta like living there,

It'd been years since the kids had grown, a life of their own, and left us alone.

John and Linda live in Omaha, and Joe is somewhere on the road,

We lost Davy in the Korean War, and I still don't know what for, don't matter anymore.

Ya know that old trees just grow stronger, and old rivers get wider every day,

Old people just grow lonesome waiting for someone to day, "Hello in there, hello."

Me and Loretta, we don't talk much anymore, she sits and stares through the back door screen.

And all the news just repeats itself like some forgotten dream that we've both seen.

Someday I'll go and call up Rudy, we worked together at the factory.

But what could I say if he asks, "What's new?" "Nothing, what's with you?"

Nothing much to do.

So if you're walking down the street sometime, and spot some hollow ancient eyes,

Please don't just pass 'em by and stare as if you didn't care, say, "Hello in there, Hello."

Discussion questions:

1. Does the writer of these lyrics have a positive view of aging, a negative view, or a combination?

2. Is this a realistic picture of the relationships between parents and children in our time?

3. What might happen if you went up to an older person and said, "Hello?" Does something more need to be done?

4. Does the writer of these lyrics think of old people as his equals?

5. Do old trees and old rivers really just get stronger, or do they follow the same life cycle as old people, but with a different time span?

USING POETRY TO STUDY OLD AGE

Poetry suitable for students of secondary school age is widely available and is an excellent way to lead off a discussion of attitudes toward aging. Many poetry anthologies are divided according to topics or have reference guides in the back which indicate topics. Good sources of information are Burton Stevenson, The Home Book of Verse, with many fine examples; William Butler Yeats, Collected Poems, Poems by Walter Savage Landor, and for reference, the subject guide under Old Age of Granger's Index to Poetry. Ask your librarian for further help in locating poems about old age.

Duplicate copies of the poems for all to read. Read the poems aloud. Discuss the image of old age shown in the

poem. Is it one with which the students agree? Assign the writing of a brief poem about the feelings that each member of the class has about personal old age.

For instance, some excerpts from poems which present a positive approach:

> Grow old along with me, the best is yet to be,
> The last of life, for which the first was made ...
> — Robert Browning, from Rabbi Ben Ezra

> Do not go gentle into that good night.
> Old age should rage, rage, against the passing
> of the light ...
> — Dylan Thomas

> Old age is but a paltry thing,
> A tattered cloak upon a stick, unless
> Soul clap hands and sing, and loudly sing
> For every tatter in its mortal dress.
> — William Butler Yeats

On the negative level, Shakespeare tells us of Seven Ages, including, at the end,

> . . . the lean and slippered pantaloon
> With spectacles on nose and pouch on side;
> His youthful hose, well saved, a world too wide
> For his shrunk shank; and his big manly voice,
> Turning again toward childish treble, pipes
> And whistles in his sound. Last scene of all,
> That ends this strange eventful history,
> Is second childishness and mere oblivion,
> Sans teeth, sans eyes, sans taste, sans everything.

APPENDIX E

SUGGESTED METHODS FOR EVALUATION

SUGGESTED METHODS FOR EVALUATION

An evaluation program should be established as an integral part of each teaching unit in the program of education for aging, so that teachers can assess whether the objectives established for the unit have been met. Depending on objectives, both cognitive and affective, results may be evaluated.

The following methods are suggested as a start for an evaluation program.

For cognitive learning:

1. Objective test on facts taught in the unit.
2. Essay test on concepts of aging taught in the unit.
3. Grading of written assignments, such as short essays, booklets, projects.
4. Research assignments, graded for quality and depth of work plus effectiveness of presentation.
5. Class participation during discussion.

For affective learning:

1. Attitudes expressed in class dicusssion, at start of program of study and at conclusion.
2. Contributions to class projects, such as collages, games, role-playing, suggestions of resource persons, et.
3. Pre and post tests on attitudes using attitude scales.
4. Essay assignment on changes in attitudes as

experienced by the students.

5. Follow-up of degree of participation in cross-generational programs, volunteer programs to help the ailing elderly, etc.

APPENDIX F

SOURCES OF INFORMATION FOR TEACHERS AND CURRICULUM PLANNERS

SOURCES OF INFORMATION FOR TEACHERS AND CURRICULUM PLANNERS

I. In the Local Community

Senior Services Center, Senior Information and Referral Service, and Senior Centers, both private and publicly sponsored.

Local offices of Social Security Administration, Retired Senior Volunteer Program, American Association of Retired Persons, Area Agency on Aging.

Retirement communities, retirement homes, convalescent hospitals.

Community Mental Health Association and Family Service Association.

Department of Gerontology studies in the local community colleges, four-year colleges, and university.

II. In the Nation

Senate Special Committe on Aging
G-225 Senate Office Building
Wahington, D.C. 20510

ACTION (Coordinates volunteer programs involving older persons)
806 Connecticut Avenue, NW
Washington, D.C. 20201

Administration on Aging
Department of Health, Education and Welfare
Office of Human Development
Washington, D.C. 20201

Social Security Administration
6401 Security Building
Baltimore, Maryland 21235

American Association of Retired Persons
1909 "K" Street, NW
Washington, D.C. 20006

American Public Welfare Association
1313 East 60th Street
Chicago, Illinois 60637

Gerontological Society
One Dupont Circle, NW
Washington, D.C. 20036

Gray Panthers
3700 Chestnut Street
Philadelphia, Pennsylvania 19104

National Center for Voluntary Action
1625 Massachusetts Avenue, NW
Washington, D.C. 20006

National Council of Senior Citizens
1511 "K" Street, NW
Washington, D.C. 20005

National Council on the Aging
1828 "L" Street, NW
Washington, D.C. 20036

APPENDIX G

MATERIAL FOR DEVELOPING POSITIVE ATTITUDES ABOUT AGING

MATERIAL FOR DEVELOPING POSITIVE

ATTITUDES ABOUT AGING

SAMPLE READING LIST FOR GRADES K-6 BY GRADE LEVEL

Compiled by Jean E. Solin for
M.A. Thesis, Portrayal of Older Adults
in Contemporary Children's Literature,
San Jose State University, 1975

Grades K-3

Baldwin, Anne Norris.
SUNFLOWERS FOR TINA, NY, Four Winds Press, 1970.
A slum child tries to brighten her grandmother's life with flowers.

De Paola, Tomie.
NANA UPSTAIRS AND NANA DOWNSTAIRS. NY, Putnam's Sons, 1973.
Four-year-old Tommy and his visits with his lively grandmother and ailing great-grandmother. Brings up the subject of death.

Dobrin, Arnold.
SCAT. NY, Four Winds Press, 1971.
A young child in a musical family which is dominated by a strong-minded grandmother. New Orleans Black family setting.

Gauch, Patricia Lee.
GRANDPA AND ME. NY, Coward, McCann, Geohegan, 1972.
Affection between grandson and grandfather.

Kantrowitz, Mildred.
MAXIE. NY, Parents' Magazine Press, 1970.
Solitary old age portrayed simply and without bathos.

Lexau, Joan M.
BENJIE ON HIS OWN. NY, Dial Press, 1970.
Benjie faces his grandmother's illness, and grows up in the process.

Miles, Miska.
ANNIE AND THE OLD ONE. Boston, Little Brown, 1971.
Beautifully told story of a small girl living in a hogan on a Navajo reservation with her parents and her grandmother.

Sonneborn, Ruth.
I LOVE GRAM. NY, Viking Press, 1971.
Experiences of a city-dwelling Black family, with love and concern for a sick grandmother.

Grades 4-6

Blegvad, Lenore.
MOON-WATCH SUMMER. NY, Harcourt Brace Jovanovich, 1972.
Two children visit and learn to respect their independent grandmother.

Blue, Rose.
GRANDMA DIDN'T WAVE BACK. NY, Watts, Inc., 1972.
Debbie's close relationship to her grandma is changed when Grandma begins to fail and has to move to a nursing home. Her grandma's optimistic attitude consoles the child.

Byars, Betsy.
THE HOUSE OF WINGS. NY, The Viking Press, 1972.
Ten-year-old Sammy does not want to live with his grandfather, "the wild old man." Together they care for a wounded crane, and Sammy learns to love his grandparent.

Chaffin, Lillie D.
FREEMAN. NY, The Macmillan Co., 1972.
Freeman, who lives with his reserved, conservative grandparerts, rebels against their over-protective ways and tries to find out the truth about his parents.

Glasser, Barbara and Ellen Bluestein.
BONGO BRADLEY. NY, Hawthorne Books, Inc., 1973.
City-bred Bradley spends the summer with his grandmother in a small southern town and learns about the music in his family's past.

Goffstein, M. B.
TWO PIANO TUNERS. NY, Farrar, Straus and Giroux, 1970.
An orphaned girl becomes an apprentice to her grandfather.

Kelley, Sally.
SUMMER GROWING TIME. NY, Viking Press, 1971.
June and her grandmother, Ginger, get involved in civil rights issues in a small Mississippi town.

Konigsburg, E.L.
THE NIGHT OF THE LEONIDS, from ALTOGETHER, ONE AT A TIME, NY, Athaneum, 1971.

A ten-year-old boy and his grandmother go to watch a star shower which occurs only once every thirty-three years. He learns of what it means to grow old and not have another chance.

Morey, Walt.
CANYON WINTER, NY, E. P. Dutton and Co., 1972.
Fifteen-year-old Peter, stranded in a mountain wilderness, learns about survival, conservation, and life from the old man who rescues him.

Robinson, Jean.
THE SECRET LIFE OF T. K. DEARING, NY, Seabury Press, 1973.
T.K., his sixth-grade friends, and his grandfather save a destitute old man who is about to be evicted from his shack.

Rumsey, Marian.
LOST IN THE DESERT. NY, William Morrow and Co., 1974.
Another rescue story with the old helping the young learn to survive. Eleven-year-old Jason is saved by a Basque sheepherder in the Nevada desert.

Stephens, Mary Jo.
WITCH OF THE CUMBERLANDS. Boston, Houghton Mifflin Co., 1974.
Miss Birdie, the herb and charms lady, becomes the housekeeper for a doctor's family of young children.

Walker, Mary Alexander.
THE YEAR OF THE CAFETERIA. NY, Bobbs-Merrill Co., 1971.
Azure, settling in a new high school, goes to work in the school cafeteria under the supervision of her grandmother. Conflicts, love, and the reality of death come into the story.

Winthrop, Elizateth.
WALKING AWAY. NY, Harper and Row, 1973.
Coming to terms with the reality of death.

NOTE: The books in the 4-6 grade category are suitable for reading aloud to younger students.

MATERIALS FOR DEVELOPING POSITIVE ATTITUDES ABOUT AGING

SAMPLE READING LIST FOR GRADES 7-9

Compiled by Jean E. Solin for
M.A. Thesis, Portrayal of Older Adults
in Contemporary Children's Literature,
San Jose State University, 1975

Corcoran, Barbara.
THIS IS A RECORDING. NY, Athaneum, 1971.
Fourteen-year-old Marianne goes to live with her grandmother, an ex-actress, in Montana. With her grandmother's support, she learns to adjust to her new life.

Danska, Herbert.
STREET KIDS. NY, Alfred Knopf, 1970.
A seventy-five-year-old man, Mr. Serendipity, has to leave his condemned tenement and gets a job as a night watchman on a construction site. Interaction with the local street kids helps everyone.

Mazer, Norma Fox.
A FIGURE OF SPEECH. NY, Delacorte Press, 1973.
An indignant twelve-year-old, Jenny, plots with her old grandfather to keep him from being sent to a nursing home. He runs off to the abandoned family farm, with Jenny following.

Rabin, Gil.
CHANGES. NY, Harper and Row, 1973.
Fourteen-year-old Chris, after his father's death, moves to Brooklyn with his mother and grandfather. Among many changes, he must cope with his grandfather's blindness and death in a nursing home.

Stolz, Mary.
LOOK BEFORE YOU LEAP. NY, Harper and Row, 1972.
Janine Gavin's parents get a divorce, a trauma for young Janine. Looking for help, she comes to understand her proud, aloof grandmother, and other old people as well.

READING LISTS: SECONDARY GRADES

USING FICTION TO STUDY AGING AND OLD AGE

An excellent supplementary exercise for secondary school students is the assignment of fiction, both short stories and novels, to be read and reported on as an extra credit assignment. An additional assignment may be the writing of a short essay or short-short story involving the latter years.

A fairly complete listing of fiction sources may be obtained from the University of Michigan Institute of Gerontology in Ann Arbor. The school librarian and local community librarians are additional sources for help. A brief sampling follows:

Novels portraying life in the latter years:

Achebe, Chinua. The Arrow of God. 1967.
Culture contrast--the struggles of an aged African chief-priest against changing times and changing religions.

Aksakov, S.T. The Family Chronicle. 1961.
Old age in other times, other places. A patriarchal grandfather on the Russian frontier at the end of the 18th century.

Bermant, C. Diary of an Old Man. 1966.
An old man in London, struggling to maintain himself.

Banister, M. Tears are for the Living. 1963.
A 100-year-old Virginia lady reviews five generations of life and change.

Baird, Thomas. People Who Pull You Down. 1970.
A 75-year-old lady runs away to find a new life.

Bellow, Saul. Mr. Sammler's Planet. 1970.
An aged Polish Jew, a survivor of the Nazi camps, tries to adjust to life in modern New York.

Beresford-Howe, C. The Book of Eve. 1974.
A lady in her sixties gets fed up with her life of serving husband and son and moves into a world of poverty, eccentricity, and vitality.

Broomfield, L. Mrs. Parkington. 1943.
The life of an 84-year-old woman depicts the transfer from the pioneer era to the social welfare state.

Chase, Mary Ellen. The Plum Tree. 1949.
A delightful story of three old ladies in the Home for Aged Women, and the loving and understanding matron who presided over the home.

Corbett, Elizabeth. The Young Mrs. Meigs. 1931.
Cheerfully independent, and an avid bridge player, Mrs. Meigs is young at 80.

Corbett, Elizabeth. Our Mrs. Meigs. 1954.
Mrs. Meigs carries on into her eighties with many interests, including a new man.

Gilman, Dorothy. The Amazing Mrs. Pollifax. 1970.
Nice little old Mrs. Pollifax becomes a secret agent and masterminds her way out of trouble.

Greene, Graham. Travels with My Aunt. 1970.
A 75-year old jaunts around the world kicking up her heels.

Hemingway, Ernest. The Old Man and the Sea. 1950.
The old fisherman demonstrates tenacity, skill, and great courage.

Hilton, James. Goodbye Mr. Chips. 1934.
An aged, beloved, headmaster recalls his life at an English school.

Lawrence, Josephine. The Web of Time. 1953.
Story of a man who is compelled to retire because of age, and searches for a new job and self-respect.

Lawrence, Josephine. Not a Cloud in the Sky. 1964.
Poking gentle fun at life in a retirement community and the stereotyping of the aged.

Mannes, Marya. They. 1968.
In the world of the future, will people over 65 be liquidated because there is no room for them? The story of five who foiled the liquidation order.

Sarton, Mae. As We Are Now. 1973.
A tragic novel of an old woman in a nursing home.

Sherman, D. R. Old Mali and the Boy. 1964.
A boy in India learns some lessons from an old man while on a hunting trip.

Spark, Muriel. Memento Mori. 1959.
A group of elderly people receive a message, "Remember you must die."

Smith, R. K. Sadie Shapiro's Knitting Book. 1973.
Funny novel about an old lady who knits up a storm, jogs like crazy, and lives happily in an old folk's home in Queens, New York.

Streeter, E. Chairman of the Bored. 1961.
What happens to a successful businessman when he retires.

Topkins, K. Kotch. 1971.
A man in his seventies flees a mental institution and goes to Las Vegas.

Updike, John. The Poorhouse Fair. 1959.
The lives of a handful of eccentric people in a poorhouse for the old.

Book review suggestions:

What does this book tell us about the position of old people in the society it describes?

Are the old people in this book models you would like to follow?

Are their problems caused by something within themselves or by the community around them?

FILM, FILMSTRIP, AND PICTURE RECOMMENDATIONS

FILM CATALOGS

MEDIA SOURCES FOR GERONTOLOGY
Compiled by Penny Sahara, University of Michigan
Institute of Gerontology, Ann Arbor, MI 48104.

ABOUT AGING: A CATALOG OF FILMS
Compiled by Margaret Neiswender, Ethel Percy
Andrus Gerontology Center, Los Angeles, CA 90007.

FILMSTRIPS

How Would You Like to be Old?
Guidance Associates
757 Third Avenue, New York, NY 10017

Myths and Realities of Aging, Filmstrip number 1
Concept Media
1500 Adams Avenue, Costa Mesa, CA 92626

Our Elders, A Generation Neglected
EMI Company
Box 4272-C, Madison, WI 53711

Your Family
Learning Tree Filmstrips
P. O. Box 100, Boulder, CO 80302

PHOTOGRAPH COLLECTIONS

Living with Aging
Documentary Photo Aids
P. O. Box 956, Mount Dora, FL 32757

FILMS

Trigger Films: To Market, To Market
The Center
Tagged
Dinner Time
Institute of Gerontology
University of Michigan, Ann Arbor, MI 48104

The Art of Age
Ethel Percy Andrus Gerontology Center
University of Southern California, Los Angeles, CA 90007

A Rosewood Daydream
National Film Board of Canada
Available from Films, Incorporated
1144 Wilmette Avenue
Wilmette, IL 60091

Old Fashioned Woman

Available from Films, Incorporated

Kotch and Harry and Tonto
Students can sometimes find these two on television reruns. Also available from film rental services.

Aging
CRM (Psychology Today)
1104 Camino del Mar, Del Mar, CA 92014

Step Aside, Step Down
For free loan: General Services
National Archives and Records
National Audiovisual Center
Washington, DC 20409